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17. ABSTRACT (MAX. 250 WORDS) A large percentage of boys from poorer urban neighborhoods do not seek education beyond high school, for financial reasons or lack of interest in or knowledge about college life. This proposal has as its primary objectives to demonstrate that potentially able but underachieving students, when exposed to a summer program that recognizes and develops their interests and rewards their talents will: 1) improve their subsequent school performance, and 2) continue their high school and post-high school education longer than if they had not been exposed to the program. It is designed to expose the students to new experiences, develop reading skill and enthusiasm for reading, introduce new fields of interest and provide students with information about future educational opportunities, career opportunities, part-time job opportunities, and community services. It offers an enjoyable summer experience associated with learning on a college campus. The program includes 100 boys and personnel of a coordinator, two master teachers and ten group leaders.

The total program contains six parts: 1. English skills will concentrate on a reading development segment to improve reading achievement and a language arts segment of reading for employment, expository writing, speaking and listening. 2. The athletics program will work for progress in body-building and swimming ability. 3. Eye-openers will introduce new areas of interest in sciences, social sciences, humanities and arts, with the help of films and outside resources. 4. Small discussion groups will meet every day, and will explore subjects of interest to the group. It provides an opportunity to give information on jobs and colleges. 5. Independent projects in subjects such as sciences, arts, current events will be chosen by each student in conference with a staff member. 6. Exposures to new cultural or recreational experiences will include excursions to area colleges and camping and hiking trips.

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Mulligan

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ACTION FOR BOSTON COMMUNITY DEVELOPMENT, INC.
and
BRANDEIS UNIVERSITY

DEMONSTRATION

COLLEGE CAMPUS PROGRAM

SUMMER, 1964

BRANDEIS UNIVERSITY

WALTHAM, MASSACHUSETTS

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ACTION FOR BOSTON COMMUNITY DEVELOPMENT, INC.

COLLEGE CAMPUS SUMMER PROGRAM

The Problem

A disproportionately large percentage of boys from poorer urban neighborhoods do not seek education beyond high school. This program is geared specifically to boys who are entering the ninth grade, who have the potential to do post-high school work, and who, without some sort of extra thrust, can be expected ultimately to join the ranks of high school drop-outs or the ranks of high school graduates who do not seek subsequent educational opportunities.

A great variety of factors may impel able students to perform below their capabilities in school and to terminate their education at or before high school graduation. Some may have been required to help in providing family support by obtaining steady employment. Some may have been discouraged by the slight returns realized by college graduate friends or family members. Some may have felt that post-high school training was desirable but financially impossible.

Others may have known very little about college life or its subsequent rewards. Others may have chosen or gravitated towards a high school curriculum unaware of the effect of this decision on post-high school possibilities. Still others may have "withdrawn" from personal involvement in the junior and senior high programs because little, if anything, appealed to their immediate or future interests.

For these and other reasons, much of the developed and under-developed potential among "disadvantaged" youth is lost before, during and after high school.

Objectives

On the assumption that the recognition, development, and reward of talent in a setting conducive to learning can provide motivation toward new goal attainment, this proposal has as its primary objectives to demonstrate that potentially able but underachieving students, when exposed to a summer program that recognizes and develops their interests and rewards their talents will:

1. improve their subsequent school performance; and,
2. continue their high school and post-high school education longer than would have been the case if they had not been exposed to the program.

To accomplish these objectives, the program is designed to:

1. Expose the students to new experiences on the "higher horizons" model;
2. Develop each student's reading skill and his enthusiasm for reading;
3. Provide positive and enjoyable learning experiences through introductions to new fields of interest and opportunities to pursue special interests in depth;
4. Provide students with realistic information about future educational opportunities, about career opportunities, about part-time job opportunities for teenagers (after school and during subsequent summers), and about local community

services currently available to them; and,

5. Offer an enjoyable summer experience associated with learning on a college campus.

Program

One hundred (100) boys entering ninth-grade from Roxbury, the South End, and Charlestown will be selected to participate in the program on the basis of the following comparison of I.Q. and reading achievement:

I.Q. Range	Reading Achievement Range	
95-99	From:	½ year below grade level
	To:	any score above grade level
100-104	From:	1½ years below grade level
	To:	2 years above
105 up	From:	2 years below
	To:	1.5 years above

For these youngsters an eight-week 9:00 a.m. to 4:00 p.m. college campus program is proposed, using the resources and facilities of Brandeis University, as well as the educational and cultural offerings of the entire community. Some entertainment and cultural activities will also be scheduled for evenings and Saturdays, open to all students who wish to attend.

The total program consists of an English skills course, Athletics and Body-building, Eye-openers, Small Discussion Groups, Independent Projects, and Cultural Exposure. These are described in detail below.

ENGLISH SKILLS

This program will include a seventy-five minute daily English Skills "course" for all students. The course has two parts -- a Reading Development segment and a Language Arts segment.

The Reading Development segment will focus on the improvement of reading achievement through the use of S.R.A. materials and other new materials such as the E.D.L. workbooks and cartoon caption vocabulary development exercises. From 11:15 to 11:45 daily, two tutors, one of whom will be an experienced English teacher, will work with groups of 15 to 20 students. The tutors and their students will be under the general supervision of the English Master Teacher trained in remedial reading instruction.

The programmed reading materials are designed for students whose achievement in reading is between the 7th and 9th grade levels. Diagnostic tests at the outset of each programmed series enable the tutors to tailor their instruction to the individual needs of students. The combination of a highly individualized program of instruction and an 8 (or 10)-to-1 student-teacher ratio should provide significant gains in reading achievement at the end of the program.

The Language Arts segment will focus on reading for enjoyment, expository writing, speaking, and listening. Between 12:35 and 1:15 daily, this segment will be taught under a very flexible team-teaching arrangement which will include, for example, a ten-minute meeting during which all students watch the staff dramatize "Previews of Coming Attractions" for one of the novels about to be read, and a thirty-minute period during which six students and one tutor hold a round-table discussion of "The Killers", while four other students and a tutor write a composition on "Football Strategy", and eight other students

independently read in the Brandeis Library under supervision of a staff member.

The basic text for the Language Arts program will be the Pocket-book of Short Stories. All students will read, discuss and write about such short stories as Bret Harte's "The Luck of Roaring Camp", Edgar Allen Poe's "The Cask of Amontillado, Stephen Vincent Benet's "The Devil and Daniel Webster", Ring Lardner's "Haircut", and Ernest Hemingway's "The Killers". In addition, students will read and discuss George Orwell's Animal Farm and Harper Lee's To Kill A Mockingbird. After "The Cask of Amontillado", "The Devil and Daniel Webster", Animal Farm and To Kill A Mockingbird have been read, discussed, and written about, the students will see the filmed versions and will discuss and write about filmed interpretations of novels and short stories.

Special interests in reading will be developed and encouraged in the Language Arts program. Students will read and discuss science fiction, war stories and other literature traditionally interesting to adolescents. Ray Bradbury's Dandelion Wine, Stephen Crane's The Red Badge of Courage, J.D. Salinger's Catcher in the Rye, Jim Broslan's The Long Season, and Willie May's Danger in Center Field are among the selections which students and their tutors will read.

ATHLETICS PROGRAM

Each student will participate in an athletic program of one hour per day and will have one hour of swimming instruction at the Waltham Boys' Club every three days. This program is designed to enhance individual physical competence and confidence, and to show demonstrable progress in body-building and swimming ability at the end of the eight-week period.

Under the direction of a staff member who is a trained and experienced high school coach, and with the consultation of the Brandeis athletic director, this program of body-building, of swimming instruction, of competition in basketball, softball, volleyball and track, and of general fun will be pursued daily between 10:00 and 11:00 and at other scheduled hours in the day.

EYE-OPENERS

One hour each day between 9:00 and 9:55 will be set aside for eye-opening introductions of new areas of interest for the students. Films, outside resources, staff members, and students themselves will be utilized to offer exciting presentations in sciences, social sciences, humanities, and arts. No effort will be made to provide extensive coverage in these fields; these activities will be planned to elicit interest, excitement and stimulation. Among the planned eye-openers are a Bell Telephone Company film and demonstration on music and sound; an exhibition and presentation on photography; and a demonstration on acting, props, lighting, etc. by the Brandeis Summer Theatre group.

A full daily program of eye-openers has been planned. Selections have been made on the basis of interest and replicability. Most of these activities will be "pre-packaged" so that they can be repeated here and elsewhere without highly specialized personnel.

DISCUSSION GROUPS

One hour each day will be devoted to bull-sessions or discussion groups in which each staff member and approximately six of his 9-10 regularly assigned students will explore subjects of interest to the

group. (During this hour each day approximately three students from each group will be taking swimming instruction at the Waltham Boys' Club) With the help of outside consultants, each tutor will endeavor to help members of his group identify, discuss, and respect differences in attitudes and value systems. An attempt will also be made through the use of standardized attitude inventories to measure possible changes in student attitudes towards learning, school, etc. over the summer. These groups will also provide valuable opportunities for informal oral expression and realistic information about part-time jobs, careers, scholarships, colleges, training programs, etc.

Each tutor will be assigned and responsible for the individual programs and problems of the 9 to 10 students in his discussion group. One third of the members of each group will be from each of the three target areas, distributed on a random basis. Individual assignments may then be changed by the director as the situation warrants.

INDEPENDENT PROJECTS

From the outset of this summer program, the staff members will confer with the individual students in their group and develop a series of initial conference notes and observations about each youngster. On the basis of staff recommendations and student interests, the student will select two independent study projects per month on which to work in depth.

Independent study projects of one hour's length each will meet two hours per day. This means that each students will be able to pursue at least two different projects over the course of the summer if he and the project leaders decide to continue the projects and he has already begun, or at most four different projects if he and the project

leaders decide to change both.

Independent study projects w ill be in science, art, social science, humanities, etc. Each project will enable the student to work in depth on a subject in which he is currently interested. The size of each project group will vary, with an average of eight students per project.

The content of each project will be a special responsibility of the project leader, with the consultation of his students. Each project will provide students with a positive and exciting learning experience, will be attractive and enjoyable, and will offer the student opportunities to do high quality work and to feel a sense of achievement at the end.

Each project area will be carefully and fully explained to the students, who will be encouraged to ask questions about the specific activities to be included in the project and about opportunities to discover and explore their interests. Individual conferences then will be arranged between each student and his tutor to discuss his choice of two projects. With the advice of his tutor, each student will then request two projects. An attempt will be made to satisfy each student's request. Wherever this seems ill-advised or impossible -- whether because of a questionable student choice or because of a too great enrollment in an activity -- the project instructor, the tutor, and the student will meet and work out a solution.

Each student will participate in two or four of the following projects:

1. Experiments in Biology. Individual biological experiments using materials from the students' own immediate environment.

2. Space and Aviation. Observations, experiments, and readings elucidating the scientific principles involved in man's conquest of air and space. Includes work with the telescope.

3. Experiments in Science. Individual science projects and experiments with emphasis on chemistry and physics.

4. Enjoying math. Experiences in mathematics designed to show how enjoyable and easy-to-understand math can be.

5. The Design and Repair of the Automobile Engine. The assembly of the engine as well as the physical principles involved in the internal combustion engine, using models and the car engine itself.

6. Politics, U.S.A. A first-hand view of politics in the city of Boston, the state of Massachusetts, and Washington, D.C. Investigation of what really happens in politics from the neighborhood to the national presidential campaigns.

7. Civil Rights and Civil Liberties. Experiences, debates, readings, and discussions designed to bring out the major issues relating to the rights of individuals and minorities in the United States.

8. The City and Its Past. Boston Old and New; urban renewal; Boston politics; the design of the city; available facilities and services. Trips, research, discussions, readings, etc.

9. Americans and Other People. Americans today; differences between our generation and that of our grandparents, and between Americans and other people.

10. Teenagers in American. Investigation and discussion of the role of young people in America; the opportunities and the problems they face; and what people have said about the lot of young people in America.

11. Photography. Experiences in the art of taking pictures, sports photography, developing, enlarging, etc.

12. Film-making. The creation, production, and acting of an original film dealing with a subject important to the students.

13. Folk Music. The study and performance of the folk music of America and its peoples.

14. Music performance and Appreciation. Singing, playing, and learning about enjoyable music.

15. The Creation and Appreciation of Art. Experimentation with various art forms, trips, and discussion of the graphic arts.

16. Writing and Performing plays, radio programs and TV programs. Both original works and reworkings of familiar works, TV series, etc.

17. Newspaper. Journalism, sports writing, the technical problems of putting out a newspaper, etc.

18. Individual projects in Reading and Writing. Separate reading and writing projects for interested individuals.

CULTURAL EXPOSURE

Exposures to new cultural, or recreational experiences will take place for the most part in small groups in the evenings, on week-ends, and on five free Wednesday afternoons between 1:15 and 4:30. Excursions to area colleges (e.g. Boston University, Northeastern, Harvard, Boston State Teachers College, Massachusetts Bay Community College, etc.); government agencies (e.g. the atomic energy plant at Rowe); amusements (e.g. The Newport Jazz Festivals, the Boston Pops, movies, etc.); camping, hiking, and mountain-climbing expeditions; job sites where part-time student help is used; a military base; and the Boston in-town high schools. Many of these experiences will be optional, but each student will be expected to participate in at least half of these experiences during the summer.

Students also will be encouraged to spend at least three days and two nights "overnight" on the campus, rooming with the staff. These will provide time for informal athletics, individual tutoring, the development of closer staff-student relationships, and an introduction to college campus life. It will also bring students from different parts of the city together, some for perhaps the first time. Two to fifteen students will be invited to stay at any one time.

Throughout the project, careful attention will be paid to the possible need for follow-up programs for these same students during the school year or in subsequent summers.

Personnel

The staff will consist of a Director, two experienced Master Teachers (one specializing in English) and 10 tutors. The staff will be selected from among available university students in the area, and other applicants to the Director, ABCD, or the Brandeis faculty advisory

committee. One factor in staff selection will be ultimate career aspirations in working with the kind of students will be in the project, on the assumption that the program can serve to promote interest in career opportunities in urban education among the staff.

Administration and Staff Training

The Director will be responsible to Brandeis and ABCD for the overall operation and administration of the program. His duties will include staff selection, program development,and general orientation of the staff, with whom he will cooperatively plan the basic program activities for eight weeks. He will be responsible for coordinating transportation, obtaining visiting faculty and personnel, and arranging all general activities. He will also supervise and help staff as they arrange individual programs and projects with and for their students. During and after the project, he will cooperate with ABCD's research staff in evaluating the program.

Staff Pre-Service Orientation

The orientation period for the staff will begin on June 29, one week prior to the opening date, and will continue in the form of periodic seminar meetings throughout the course of the project. Consultants from Brandeis and other local colleges, from the neighborhoods of the students, and from the general community will advise staff and review the wealth of resources available to the program.

Guidance personnel, teachers, and principals from the student's regular schools will also be invited to help with staff orientation. In addition, they will be invited to observe and criticize the program in action during the summer.

Staff orientation will include the following specific activities:

a) Review and discussion of all aspects of the program;

b) Development of list of "independent projects" for first month and the curriculum for each;

c) Small bull sessions between two staff members and two students enrolled in the program;

d) Individual visits to the three "target areas";

e) Training in the developmental reading program under English master teacher, including master classes;

f) Training sessions in athletics program by athletic director;

g) Discussions of students and their social background, with outside consultants.

h) Small group meetings between staff and parents (in the communities);

i) Reading assignments from staff library;

j) Training sessions in the other parts of the "English Skills" program;

k) Demonstration "bull sessions", with observation behind one-way glass;

l) Briefing on eighth and ninth grade curricula in Boston school;

m) Developing and rehearsing "Book Previews";

n) Individual interviews with parents who want them;

o) Organization of student browsing library, and special student shelf in Brandeis Library; and,

p) Development of excursions schedule.

Budget

One hundred youngsters, ten tutors, two master teachers, and a director will be involved in the project. An effort will be made to

discover ways to cut costs, on the assumption that a low-budget, high return project is most useful for demonstration purposes. The budget for the summer of 1964 is as follows:

Coordinator	$ 2,000
10 group leaders	4,000
Room for group leaders	1,150
Board for group leaders	2,000
Lunch for students	4,000
2 Busses	3,150
Fees, Excursions, Meals	3,000
Supplies	1,500
Coordinator's Expenses	400
Two Master Teachers	2,000
Teaching materials	2,000
Room for students	1,150
SUB TOTAL	$26,450
Funded by Brandeis	8,300
Funded by ABCD	18,150
TOTAL	$26,450

TYPICAL DAILY SCHEDULE

8:45	Students Arrive
8:45-9:00	Calisthenics, announcements
9:00-9:55	AEC Travelling Road Show on the Atom or Xerox Corporation TV Program - "The Making of the President"
10:00-11:00	Athletics: softball, team A vs. B, C vs. D Track or basketball, E vs. F Volleyball, G vs. H ., I vs. J.
11:00-11:15	Showers, dressing (staggered)
11:15-11:45	Reading development
11:45-12:30	Lunch, free time
12:35-1:15	Language Arts
1:20-2:10	Independent Projects I
2:10-3:00	Independent Projects II
3:05-4:20	Discussion Groups (I & II); Swimming III
4:00-4:20	Supervised study; Independent library study
4:30	Busses depart
4:20-5:30	Informal softball game, staff and stayovers
5:30-6:30	Dinner, staff and stayovers
6:30-7:30	Free time
Evening	One group to Boston Arts Festival (View from the Bridge), another to Brandeis Lecture (James Farmer), free time, informal bull sessions, etc.